

## OAKLAND ELEMENTARY

2728 Arlington Dr.  
Charleston, South Carolina 29414

**GRADES** PK-4 Elementary School

**ENROLLMENT** 404 Students

**PRINCIPAL** Earl N. Choice 843-763-1510

**SUPERINTENDENT** Dr. Maria Goodloe 843-937-6319

**BOARD CHAIR** Mr. Gregg Meyers 843-720-8714

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	35	54	3	0

#### IMPROVEMENT RATING:

#### EXCELLENT

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 13 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

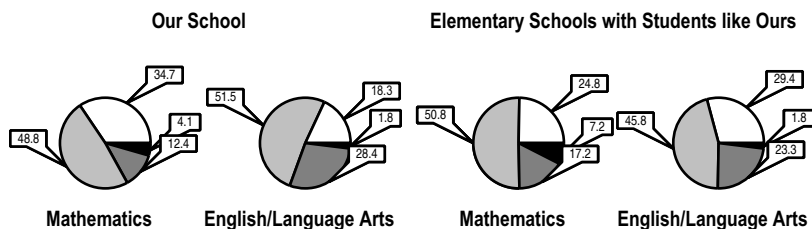
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




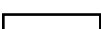
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Below Average	N/A
2002	Average	Average	N/A
2003	Average	Excellent	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**

<b>Definition of Critical Terms</b>	
	<b>Advanced</b> Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b> Well prepared to work at next grade level; met expectations
	<b>Basic</b> Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b> Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	28	84	76
Percent satisfied with learning environment	96.3%	82.1%	92.9%
Percent satisfied with social and physical environment	96.4%	78.0%	79.2%
Percent satisfied with home-school relations	67.9%	83.3%	89.2%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	189	99.5	18.3	51.5	28.4	1.8	30.2	17.6
Gender								
Male	92	98.9	18.1	51.8	27.7	2.4	30.1	17.6
Female	97	100.0	18.6	51.2	29.1	1.2	30.2	17.6
Racial/Ethnic Group								
White	38	97.4	12.9	29.0	51.6	6.5	58.1	17.6
African-American	147	100.0	19.9	55.9	23.5	0.7	24.3	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	143	100.0	12.4	51.2	34.1	2.3	36.4	17.6
Disabled	46	97.8	37.5	52.5	10.0	N/A	10.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	189	99.5	15.3	52.2	30.6	1.9	32.5	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	189	99.5	14.7	52.6	30.8	1.9	32.7	17.6
Socio-Economic Status								
Subsidized meals	127	100.0	17.1	56.8	26.1	N/A	26.1	17.6
Full-pay meals	62	98.4	11.8	45.1	37.3	5.9	43.1	17.6

Mathematics								
All students	189	100.0	34.7	48.8	12.4	4.1	16.5	15.5
Gender								
Male	92	100.0	28.6	50.0	16.7	4.8	21.4	15.5
Female	97	100.0	40.7	47.7	8.1	3.5	11.6	15.5
Racial/Ethnic Group								
White	38	100.0	25.0	43.8	18.8	12.5	31.3	15.5
African-American	147	100.0	37.5	50.0	11.0	1.5	12.5	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	143	100.0	24.8	53.5	16.3	5.4	21.7	15.5
Disabled	46	100.0	65.9	34.1	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	189	100.0	31.2	51.0	13.4	4.5	17.8	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	189	100.0	31.4	50.6	13.5	4.5	17.9	15.5
Socio-Economic Status								
Subsidized meals	127	100.0	38.7	46.8	9.9	4.5	14.4	15.5
Full-pay meals	62	100.0	21.6	54.9	19.6	3.9	23.5	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	81	N/A	20.0	51.3	27.5	1.3	28.8
	Grade 4	110	N/A	19.3	58.7	22.0	N/A	22.0
	Grade 5	87	N/A	31.3	61.4	7.2	N/A	7.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	82	100.0	22.7	40.0	36.0	1.3	37.3
	Grade 4	107	99.1	14.9	60.6	22.3	2.1	24.5
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	81	N/A	35.8	48.1	12.3	3.7	16.0
	Grade 4	110	N/A	30.9	49.1	14.5	5.5	20.0
	Grade 5	87	N/A	27.7	45.8	19.3	7.2	26.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	82	100.0	33.3	54.7	9.3	2.7	12.0
	Grade 4	107	100.0	35.8	44.2	14.7	5.3	20.0
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 404)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.7%	2.4%
Attendance rate	95.8%	Down from 96.3%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	4.6%	Down from 8.0%	11.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	13.1%	Up from 9.8%	8.7%	8.0%
Older than usual for grade	18.6%	Up from 2.6%	1.3%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 36)				
Teachers with advanced degrees	41.7%	Up from 40.9%	46.4%	50.0%
Continuing contract teachers	83.3%	Up from 77.3%	85.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	77.1%	Down from 81.1%	86.0%	86.2%
Teacher attendance rate	95.7%	Down from 96.8%	95.3%	95.3%
Average teacher salary	\$38,597	Up 2.9%	\$39,347	\$39,909
Prof. development days/teacher	14.9 days	Up from 11.3 days	12.8 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio	18.4 to 1	Up from 17.7 to 1	18.6 to 1	18.9 to 1
Prime instructional time	90.3%	Down from 91.8%	89.5%	89.7%
Dollars spent per pupil*	\$5,811	Up 19.1%	\$5,876	\$5,892
Percent spent on teacher salaries*	71.8%	Down from 71.9%	66.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 97.2%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Oakland Elementary School has a long, rich history of meeting the needs of children in its community. We serve a student population that comes from a wide range of cultural and socio-economic backgrounds. Our school educates students in Early Childhood Development, Hearing Impaired, Orthopedically Impaired, Learning Disabled, Speech, Child Development, and Kindergarten through Fourth Grade classes. Administrators, teachers, and staff make our school a positive place for students, parents, and families in our community. Exemplary community involvement is evidenced through our yearly 100% PTA membership and this year's one hundred seventy (170) certificates given to our parents and community volunteers.

Oakland offers a traditional education focusing on the basics, while enhancing the curriculum with technology, creative arts, and many other programs. Oakland has enriched its academic curriculum by its inclusion in a five school, three year, one million dollar, Arts in Education Grant. The grant has enabled us to infuse drama, dance, visual arts, Suzuki strings, and more into the core curriculum. This better meets students' needs by tapping into their talents and multiple intelligences.

Oakland has received recognition for excellence at the state, local, and national levels. Some of the significant accomplishments include being a National Blue Ribbon School Winner and receiving Exemplary Writing Awards. We have also been recognized by Charleston County: A Community of Readers for our outstanding reading program.

This year we moved into the Average Category in our Improvement Rating. Goals established this year for academic performances are (1) students performing in the proficient and advanced levels on the PACT standardized assessment will continue to increase by 5% and (2) students performing below basic will continue to decrease by a minimum of 5%.

Oakland has a highly skilled staff committed to providing a strong educational program with elevated expectations for student achievement. This year, five of our faculty achieved National Board Certification. "Teaching Tigers to Triumph" is the motto that drives us to furnish an excellent instructional curriculum as well as a safe, friendly, and inviting learning environment.

Earl N. Choice, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.